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ABSTRACT

This pamphlet is designed to provide general guidelines for beginning teachers who are interested in establishing a Spanish program. Contents include suggested outlines and materials for basic and advanced courses. Sections on testing, teaching aids, and library materials for teachers of Spanish are included. (RL)

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A TEACHER'S NOTEBOOK: SPANISH

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FOREWORD

This notebook is designed to provide general guidelines for beginning teachers who are interested in establishing a successful Spanish program. Experienced teachers will also find it helpful in evaluating their own programs, since much of the material it contains is based on replies to a questionnaire sent to member schools in 1969.

It is not the intent of this notebook to dictate the methods, texts, or subject matter to be covered in a given level of language learning. If you take issue with the content or if you have materials you would like to have considered for inclusion in future versions of the notebook, please communicate with any one of the Spanish Committee, or with the National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109.

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INTRODUCTION

Philosophy. Learning a foreign language has as much intrinsic value as any other discipline we include in our curriculum. A secondary school education should equip students to lead productive, challenging and rewarding lives. To expect that Spanish can, by itself, accomplish this goal is as quixotic as expecting history or English or art to achieve the same result. Taken together, however, such independent but interrelated disciplines can attain these objectives.

Spanish is therefore part of this process. We can vary disciplines as much or as little as we like, but the results remain constant. It is important for us not to become "subject-oriented" and lose sight of our ultimate aim as educators.

Because the study of Spanish makes a valid contribution to the attainment of the goals of a secondary school education, it should be an integral part of any modern curriculum. That Spanish is now not only our own country's second language but also one of the five most widely spoken world languages, and that, in our Western Hemisphere alone, it is the official language of some 19 republics, further attests to the importance of including Spanish in any dynamic program.

Methodology. The most recent poll taken by the NAIS Spanish Committee (1969) revealed that no member schools were using a purely traditional[1] method of teaching Spanish. Of the 175 schools responding to the poll, the summary of methodology employed is as follows: audio-visual method, 1 per cent; audio-lingual method, 19 per cent; and combination method,[2] 80 per cent. The results of the poll, supported by current theories of language learning, indicate that a traditionally oriented Spanish program is contrary to the flow of professional opinion.

Any method or any combination of methods, so long as listening-speaking and reading-writing are primary goals, can be successful in teaching Spanish. Many teachers incorporate the advantages of different methods and do not adhere to any one; other teachers feel that a single-method approach is best. Beginning teachers are encouraged to follow the suggestions in the particular text they use. Complete familiarity with those suggestions will enable teachers to grasp the text's purpose. Then, as they gain experience, they can vary their approach to suit individual class strengths.

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[1] "Traditional" in the sense that one teaches about Spanish in English and explains grammar by citing examples in English.

[2] "Combination method" usually meaning that English is used only when it is necessary to explain something which, because of time or experience, cannot be accomplished in Spanish.

BASIC LEVEL ONE

The basic level[3] of language learning is the most important, for it is here that fundamental skills are acquired, cultural patterns are introduced, and genuine interest is generated.

Emphasis. In the first (as well as the second) level, emphasis should be placed on listening, speaking, reading, and writing, in that order. The amount of time devoted to each area is a matter for each teacher to decide according to the ability and need of individual classes. Ordinarily, it is advisable to devote more time to listening and speaking than to reading and writing. A good rule of thumb is to spend two thirds of class time listening and speaking.

To provide a stimulating atmosphere for learning, the classroom ideally should contain selected realia to create an ambiente favorable to the study of Spanish. It is important that the classroom situation be varied in order to avoid boredom and anticipation of questions or answers. Ten to 15 minutes should suffice for any given drill or pattern; after that, a new activity should be initiated. Many textbooks contain valuable suggestions and information regarding distribution of time, presentation of new materials, and testing, as well as suggestions for enriching the learning experience.

The goals of any text are usually outlined in the introduction and should be thoroughly read and understood by the teacher. For some, the goals proposed by the author(s) will be unrealistic and unattainable; for others, the goals will be but minimum expectations. The beginning teacher must set his goals high but be flexible enough to make changes when they become necessary.

Care must be taken not to proceed too fast; success is most important in the early stages of language learning, and students should be given ample opportunity to practice their newly learned skills. The concerned teacher should provide for as much student participation as possible. A common fault of all language teachers is that we talk too much and do not give our students the opportunity to express themselves. It is imperative that teachers at all levels realize that the success of any method in any class is directly related to the teacher's ability and enthusiasm.

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[3] A "level," in terms of time, is defined as a yearly program (at least 30 weeks) of language learning that consists of five weekly meetings, for a total of at least 200 minutes per week. Ideally, it covers all the material listed in the Course Outline, which follows.

Course outline. The following compilation of basic material is generally accepted as being necessary for proficiency at the completion of the beginning level.

A. Vocabulary (separately published lists of high-frequency words are available; most texts take this into account and use as many high-frequency words as possible). In general, students should be able to express themselves in most of the following areas.

1. Classroom
2. Out of doors (sports, vacation, nature, animals)
3. Parts of the body; cothing; colors
4. Restaurant, train station, airport, stores
5. Asking and giving directions
6. Clock time, weather, seasons, months, days of the week
7. Greetings and farewells
8. Describing one's family, home, city, state, favorite pastime, etc.

B. Articles: definite and indefinite; contractions

C. Nouns: gender and plurals

D. Adjectives: agreement and position; demonstrative and possessive

E. Interrogatives: cuándo, dónde, adónde, por qué, qué, cuál(es), quién(es), cuánto(-a, -os, -as), cómo

F. Numbers: at least 1 through 10,000; most texts cover cardinal numbers through 1,000,000, ordinals through "tenth."

G. Use of the personal a

H. Pronouns: subject, direct and indirect object, reflexive, object of prepositions

I. Comparison of adjectives of equality and inequality

J. Idiomatic expressions appropriate to this level, such as: tener que, tratar de, aprender a, ir a, acabar de; hacer with a time clause; hace and its special meaning with frío, sueño, calor, etc.; special meaning of tener with años, sed, suerte, etc.; the meaning of hay and había

K. Verbs: this level should provide students with a diversity of regular and common irregular verbs to enable them to carry on everyday conversations (within the limits of their ability and interest) and to express themselves in present, past (imperfect and preterit), and future tenses. The following special areas should also be covered.

1. Commands: formal and familiar (affirmative only)

2. Formation of the present participle and its use in the progressive action

3. Additional tenses if time permits

Reading. Reading, initially limited to words students know actively, gradually progresses to more formal prose that includes cognates and semi-cognates. Since Spanish is a phonetic language, it is not considered bad teaching technique to introduce reading as reinforcement to speaking.

Reading builds vocabulary both actively and passively. Again, texts are designed to introduce high-frequency words, with literature often being presented on the elementary level in the form of short stories, anecdotes, and cultural material.

In general, students can be expected to read and understand short structured paragraphs of increasing difficulty. By the end of the first level, students should have a firm command of common words and should be able to read graded material beyond the scope of the text.

Writing. Writing should be limited in the early months to material with which students are thoroughly familiar. Dictation is especially helpful to students as a test of their ability to write and spell correctly. Free composition, if used, should be of a carefully controlled nature.

Textbooks and supplemental reading materials. The textbooks and readings listed below represent books being used by the schools that returned a more recent questionnaire sent out in the fall of 1971. The list is merely an attempt to indicate the variety of material presently being used, and should not be taken as endorsement or recommendation.

Textbooks, Basic Level One

Title	Author/Editor	Publisher
AIM Level I		Harcourt Brace Jovanovich
Basic Conversational Spanish	LaGrone	Holt, Rinehart & Winston
Beginning Spanish	DaSilva	Harper & Row
Beginning Spanish Course	Barton & Tyler	Heath
Brief Introduction to Spanish	Walsh	Norton
¿Cómo se dice?	Saavedra	Ginn
Curso moderno de español	Pitarro & Green	Heath
El camino real	Jarrett & McManus	Houghton Mifflin
Elementary Spanish	Ugarte	Odyssey
En las Américas	LaGrone	Holt, Rinehart & Winston
Entender y hablar	LaGrone et al.	Holt, Rinehart & Winston
Español	Galí & Herrera	Spanish Book Corp. of America
Español al día I	Turk & Allen	Heath
Español: Lengua y civilización	Herrera	Spanish Book Corp. of America
Español moderno I	Brady	Merrill
First Year Spanish	Staubach & Walsh	Ginn
Foundation Course in Spanish	Turk & Espinosa	Heath
La familia Fernández (film series)		Encyclopaedia Britannica
Learning Spanish the Modern Way	Brenes et al.	McGraw-Hill
Lengua activa	Staubach, Guerrero, & Borilla	Ginn
Lengua española	Arjona, Casona, & Turner	Scott, Foresman

Title	Author/Editor	Publisher
Lengua viva y gramática	Del Río & Lorca	Holt, Rinehart & Winston
Let's Speak Spanish I	Schmitt	McGraw-Hill
Modern Spanish	Bolinger et al.	Harcourt Brace Jovanovich
Primer curso para todos	Pitarro & Green	Heath
Primer libro	Nassi	AMSCO
Primera vista	Ginsburg, Nassi, et al.	Allyn & Bacon
See It and Say It in Spanish	Madrigal	New American Library
Spanish: A Basic Course	Noble, Found, & LaCasa	Holt, Rinehart & Winston
Speaking Spanish	Ginsburg, Nassi, & Supervía	Allyn & Bacon
Usted y yo	DaSilva	Macmillan
Vida y diálogos de España		Chilton

Supplemental Reading Texts, Basic Level One

A First Reader in Spanish	Weisinger et al.	Odyssey
Adelante (magazine)		American Educational Publications
Amalia	Mármol	Houghton Mifflin
Chispa (magazine)		American Educational Publications
Cuentos alegres	Rodríguez	Holt, Rinehart & Winston
Cuentos y más cuentos	Pitarro	Heath
Cuentos y risas	Olstad & Barron	Harper & Row
First Spanish Reader	Flores	Bantam

Title	Author/Editor	Publisher
Galería hispánica	Brenes et al.	McGraw-Hill
La gitanilla	LaPorta	McGraw-Hill
Leamos un cuento	Friedman, Vanwart, & Crenly	National Textbook
Lecturas escogidas	Kasten, Neale, & Silva	Harper & Row
Lecturas modernas	Kasten	Heath
Marianela	Galdós	Regents
Nuevos cuentos contados	Pitarro	Heath
Primer libro	Nassi	AMSCO
Primeras lecturas	Del Prado & Calvo	Odyssey
Qué tal (magazine)		Scholastic Magazines
Spanish American Life	Crow	Holt, Rinehart & Winston

(Comic books and "Snoopy" in Spanish also provide entertaining supplemental reading.)

BASIC LEVEL TWO

The second level, basically a continuation of the first level, attempts to enlarge the student's exposure to basic skills. While many of the techniques used at the first level may be continued, most second-level programs focus on introducing the student to subtleties of the written and spoken word, leading to more sophisticated use of the idiom. Again, emphasis must be given to the four basic skills: listening, speaking, reading and writing. Many teachers give particular attention to the printed word. By this time, the student should be equipped to read and understand more complicated prose than he encountered at the first level. In general, a student should, by the end of the second level, have been exposed to all areas of common usage. Because this is a terminal course for many students, the second level should cover all verb tenses, in both indicative and subjunctive moods.

Course outline. In addition to reinforcing the material covered in the beginning level, it is general practice to present the following additional areas by the end of the second level.

A. Possessive and demonstrative pronouns

B. Neuter pronouns

C. Passive voice

D. Para and por

E. Formation of adverbs

F. Two-object pronouns

G. Verbs

1. Completion of study of all tenses in the indicative mood (present, future, imperfect, preterit, conditional, present perfect, pluperfect, future perfect, conditional perfect, and the two progressives).

2. Completion of study of all subjunctive tenses (present, imperfect, present perfect, pluperfect) in the following

   a. Noun clauses

   b. Adjective clauses

   c. Adverbial clauses

d. Conditions contrary to fact

e. Imperatives in the negative

f. Sequence tenses involving the subjunctive

3. In-depth study of preterit and imperfect

4. Infinitives as gerunds

5. Future representing probability in the present

6. Conditional representing probability in the past

7. Idiomatic constructions of a complex nature, such as faltar, quedar, parecer, encantar, sobrar, etc.

8. Verbs requiring prepositions before nouns and adjectives, such as volver a, depender de, acabar por, etc.

Reading. Second-level reading material is usually more sophisticated than that used earlier. Most second-level texts include excerpts of literature or cultural material having some Hispanic theme. Reading materials at this level should provide enjoyment and vocabulary expansion. Literary analysis should be reserved for the third level.

Writing. Students, usually well grounded in basic tools by now, should be given directed assignments dealing with familiar material. As they progress they may be allowed, with guidance, to write original compositions. Any mistakes should be explained to them; depending on the individual case, the composition may be rewritten. Again, the danger of complete freedom in written work is that it can often lead to incorrect patterns, which may prove damaging in future language study.

Textbooks, Basic Level Two

Title	Author/Editor	Publisher
AIM Level II		Harcourt Brace Jovanovich
Basic Conversational Spanish	LaGrone	Holt, Rinehart & Winston
Beginning Spanish	DaSilva	Harper & Row
Calidoscopio español	O'Neill	Ginn

Title	Author/Editor	Publisher
Cuentecitos	Pitarro	Simon & Schuster
El camino real	Jarrett & McManus	Houghton Mifflin
En las Américas	LaGrone	Holt, Rinehart & Winston
Entender y hablar	LaGrone et al.	Holt, Rinehart & Winston
Español al día II	Turk & Allen	Heath
Español moderno II	Brady	Merrill
Foundation Course in Spanish	Turk & Espinosa	Heath
Hablar y leer	LaGrone et al.	Holt, Rinehart & Winston
Intermediate Conversational Spanish	LaGrone & Romera	Holt, Rinehart & Winston
La familia Fernández (film series)		Encyclopaedia Britannica
La gramática funcional	Vaughan	Independent School Press
Learning Spanish the Modern Way	Brenes et al.	McGraw-Hill
Lengua activa 2	Staubach, Guerrero, & Borilla	Ginn
Lengua española	Arjona, Casona, & Turner	Scott, Foresman
Let's Speak Spanish II	Schmitt	McGraw-Hill
Mastering Spanish	Turk	Heath
Modern Spanish	Bolinger et al.	Harcourt Brace Jovanovich
Nuestro mundo	DaSilva	Macmillan
Review Text Two Years	Nassi & Bernstein	AMSCO
Second Year Spanish	Staubach & Walsh	Ginn
Segunda vista	Ginsburg & Nassi	Allyn & Bacon
Segundo curso progresando	Pitarro & Green	Heath

Title	Author/Editor	Publisher
Segundo libro	Nassi	AMSCO
Somos amigos I	Saavedra	Ginn
Spanish for Beginners	DaSilva	Ronald Press
Spanish Two Years	Nassi, Bernstein, & Nuzzi	AMSCO
Vamos a leer	Sturgis et al.	Holt, Rinehart & Winston
Vida y diálogos de España		Chilton

Supplemental Reading Texts, Basic Level Two

Adelante (magazine)		American Educational Publications
Amalia	Mármol	Houghton Mifflin
Así es España	Del Río	Holt, Rinehart & Winston
Bosquejos de México	Vicolo & Moyares	Holt, Rinehart & Winston
Corazón de España	Centeno	Holt, Rinehart & Winston
Cuentos alegres	Rodríguez	Holt, Rinehart & Winston
Cuentos americanos	Walsh & Kiddle	Norton
Cuentos hispánicos	Crow	Holt, Rinehart & Winston
Cuentos y leyendas	Hills & Caro	Heath
Cuentos y risas	Olstad & Barron	Harper & Row
Cumbres de la civilización española	de los Ríos	Holt, Rinehart & Winston
Diálogos en castellano	Jones	Walch
Dõna Perfecta	Galdós	Heath
Easy Spanish Plays	Cano & Saenz	Heath
Ejercicios y soluciones	Cano & Saenz	Scott, Foresman

Title	Author/Editor	Publisher
El sol (magazine)		Scholastic Foreign Language Materials
Facetas mexicanas	Burnett	National Textbook Co.
Fuentecvejuna	Lope de Vega	misc.
Graded Spanish Reader	Bond	Heath
Historia de una escalera	Buero Vallejo	Scribner's
La dama del alba	Casona	Scribner's
Introducción a la historia de España	Castillo	Oxford
La España moderna	Hart & Rivas	Prentice-Hall
La gitanilla	LaPorta	McGraw-Hill
Las joyas robadas	Watson & Moon	Odyssey
Leyendas latinas	Barton	National Textbook Co.
Los árboles mueren de pie	Casona	Holt, Rinehart & Winston
Marcelino pan y vino	Sánchez & Silva	Odyssey
Marianela	Galdós	Regents
Modern Spanish Prose	Andrian & Gastove	Macmillan
Noche oscura en Lima	Barlow & Steel	Appleton-Century-Crofts
Otras gentes, otros modos	Fox	Holt, Rinehart & Winston
Panorama de las Américas	Crow & Crow	Holt, Rinehart & Winston
Por tierras de España	de los Ríos	Holt, Rinehart & Winston
Quince cuentos populares	Levy	Holt, Rinehart & Winston
Quince cuentos de las Españas	Arjona & Arjona	Scribner's
Snoopy vuelve a casa	Schultz	Holt, Rinehart & Winston
Segundo libro	Nassi	AMSCO
Spanish Cultural Readers	González & Lipp	Regents

Title	Author/Editor	Publisher
Spanish for Conversation	Pineña	Norton
Temas y diálogos	Altabé	Holt, Rinehart & Winston
Trece relatos hispánicos	Schade	Odyssey
Veinte cuentos españoles del siglo veinte	Anderson-Imbert & Kiddle	Appleton-Century-Crofts
Viaje a Madrid	Mitchell	St. Martin's
Zalacaín el aventurero	Baroja	Houghton Mifflin

LEVEL THREE

The third level of language instruction may give the teacher the greatest challenge in course design, for many reasons. The second level is a terminal course for many students, and ability grouping may not be possible for those who continue. Many teachers feel that students should begin their study of literature at this level, but find their students lacking in literary skills and maturity. A continuation of what has gone on in the first two levels may, on the other hand, prove to be nonproductive. Third-level materials are so varied that teachers frequently find themselves having to change direction as new material is introduced, which adds a dimension of frustration and a lack of direction to an already crowded program.

What, then, is the concerned teacher to do? First, the wise teacher will analyze his own talents and, if possible, those of his students, and then decide on the program that may be most successful in meeting the needs of a particular class. There are many directions a third-level course can take. Some of the most common ones follow.

Transitional approach. This is the least complicated and perhaps the most frequently abused method because using a single text is simply a continuation of the two-year sequence. Most sequential third-level books review in greater depth the material of the first two levels, with some increased reading and more difficult writing exercises.

Here is a possible weekly lesson plan for this course.

> First day. Introduce a taped dialogue; explain new words and phrases, new usage; listen to the dialogue on tape or record; assign questions from the text for homework; learn selected dialogues.
>
> Second day. Listen to the tape again, ask questions from the text (homework), and introduce questions that are new to the students; introduce new usage in the form of pattern drills or completion exercises; have students act out the dialogues they have learned; have students create a similar dialogue for the next day.
>
> Third day. Listen to the students' dialogues, making necessary corrections; work with text exercises on new usage; assign written work on new usage.
>
> Fourth day. Go over written work; ask questions on dialogue to be sure new vocabulary and usage are understood; introduce cultural reading passage, explaining any new cultural patterns that may appear; assign questions for homework.

Fifth day. Go over homework, making certain that all students correct their answers and fully understand the cultural material; weekly activities might end with a quiz on all the new material covered.

Cultural approach. This course follows the general philosophy that students should begin to learn some of the cultural patterns of Spanish-speaking countries. Geography, history, art, music, and the like can be vividly brought to students through films, filmstrips, slides, magazines, records, radio, television, realia, etc. Literature that is representative of particular countries may be studied at this time, bringing students to a greater understanding and awareness of Spanish-speaking peoples. This particular course may be one of the most rewarding for teachers and students.

If the class happens to be studying the development of the Mexican people, the following might serve as a typical week's schedule.

First day. Introduce the geography and geology of Mexico, outlining the various sectors of the country, the important rivers, cities, regions, etc.; assign several students to report on the diversity of the indigenous Indians.

Second day. Have students give reports, and make sure that all new words are correctly pronounced and that students have ample opportunity to ask questions; introduce the script of a film such as Los mayas de Yucatán, if possible using the tape supplied with the film.

Third day. Go over the tape again with the students, asking questions to make sure that any new vocabulary is clear; view film.

Fourth day. View film again if possible, answering questions about the film having students identify certain scenes from the film; call on each student to give one fact he has learned from the film.

Fifth day. Have students report on some aspect of Mayan culture, with discussion following; if possible, invite a Mexican to class to discuss his role in modern society.

Literary approach. Many teachers feel that students should begin their study of literature at this time. It is certainly desirable to expose them to metaphoric language. Choice of material should reflect an awareness of the degree of the students' literary sophistication. A good introductory sequence moves from short story to drama to novel. The appreciation of literature as an art, rather than in-depth study of literary works, should be the main objective.

One week's outline of such a course might include the following.

First day. Introduce Usigli's El Gesticulador; assign reading on the historical period during which the play was written; begin reading the first few pages in class.

Second day. Have students report on the historical period; clarify all characters; discuss drama as a literary form; assign a few pages for homework.

Third day. Questions on reading; assign roles for the following day; more discussion of drama.

Fourth day. Take students to auditorium to act out assigned parts, using script from play; later, have each student ad lib his part, trying to get as many of the original ideas across as possible.

Fifth day. Further discussion of drama as an art form; more reading in class; a short quiz on how students think the play might end.

Conversational approach. In increasing numbers, off-campus programs in Spanish-speaking locales are giving our students the desire for greater proficiency in self-expression. For these students, the teacher may wish to consider a course designed to enable them to converse on topics of current interest. Activities might include a modern Spanish movie; group discussions of a current topic; staging a play; inviting groups of Spanish-speaking people to discuss social problems, etc. Innovation is easy because structure is of little importance. Reading material suitable as a source for the further development of oral skills should not be overlooked. The philosophy of such a program is, of course, that the most important aspect of language study is the ability to communicate orally.

Of the infinite number of possible classroom activities for this approach, only a few are given in this proposed weekly schedule.

First day. Begin by listening to a newsbroadcast on television or radio; discuss the news of the day, especially anything related to the Spanish-speaking world; have students act out roles as radio interviewers and the person being interviewed; assign students to bring in articles from Spanish newspapers or magazines that deal with up to date news.

Second day. Have students give a summary of their news items and discuss any different points of view that may appear; arrange to go to a Spanish movie that day; have students visit a Spanish store or museum.

Third day. Discuss the movie; make students aware of any cultural differences in plot, theme, etc.

Fourth day. Discuss visit to store or museum; make lists of different articles for sale; make a menu for breakfast, lunch, and dinner using uncommon Spanish foods.

Fifth day. News broadcast; review of a news magazine; comments from students on Spanish-speaking involvement in the news.

These are but a few of the many directions a third-level course can take. There is no reason why a dynamic teacher cannot combine facets of each approach for a successful program. The third level is limited only by the imagination of teachers and students.

Textbooks, Level Three

Title	Author/Editor	Publisher
A Review of Spanish	Eoff	Macmillan
ALM Level III		Harcourt Brace Jovanovich
Audio & Visual Exercises in Spanish	Dunn	College Entrance Examination Board
Brief Spanish Review Grammar and Composition	Adams	Holt, Rinehart & Winston
Calidoscopio hispánico	O'Neill	Ginn
Conversational Review Grammar	Mondelli & Ponterulto	Ronald
Cumbres de la civilización española	de los Ríos	Holt, Rinehart & Winston
Don Quijote	Cervantes	misc.
El capitán veneno	Alarcón	Heath
El frijolito saltón	Torres-Rioseco	Heath
España y los españoles	Cirre	Holt, Rinehart & Winston
España y su civilización	Ugarte	Macmillan
España y su literatura	Adams & Keller	Barron's Educational Service

Title	Author/Editor	Publisher
Español al día III	Turk & Allen	Heath
Español contemporáneo	Lado	McGraw-Hill
Español--lengua y letras	Lado	AMSCO
Fuente hispana	Marshall, Schmitt, & Woodford	McGraw-Hill
Galería hispánica	Brenes et al.	McGraw-Hill
Gramática española de repaso	Ugarte	Odyssey
Hombre hispánico		
La familia Fernández (film series)		Encyclopaedia Britannica
Leer, hablar y escribir	LaGrone	Holt, Rinehart & Winston
Lengua viva y gramática	Del Río	Holt, Rinehart & Winston
Let's Speak Spanish III	Schmitt	McGraw-Hill
Método directo de conversación en español: Libro dos	Angel & Dixon	Latin American Institute Press
New Workbook for Intermediate Spanish	Whitman	Norton
On with Spanish	DaSilva	Harper & Row
Otras gentes, otros modos	Fox	Holt, Rinehart & Winston
Por esas Españas	Fernández	Holt, Rinehart & Winston
Repaso	Walsh	Norton
Repaso oral	Colecchia	Heath
Review Grammar	Carnahan	Heath
Siglo veinte	Leal	Holt, Rinehart & Winston
Somos amigos II	Saavedra	Ginn
Spanish Composition through Literature	Allyson	

Title	Author/Editor	Publisher
Spanish Level Three	Staff, MLA Development Center	Harcourt Brace Jovanovich
Spanish Review Grammar	Tarr & Centeno	Appleton-Century-Crofts
Spanish Three Years	Nassi, Bernstein & Nuzzi	AMSCO
Spoken Spanish for Students and Travelers	Kany	Heath
Tesoro español	Lado	McGraw-Hill
Vida y diálogos de España		Chilton
Visión de España		Holt, Rinehart & Winston
Vivir y conocer	LaGrone	Holt, Rinehart & Winston
Vuelo	DaSilva	Macmillan
Workbook in Spanish, 3 Years	Nassi & Bernstein	AMSCO

Supplemental Reading Texts, Level Three

Title	Author/Editor	Publisher
Blanco y negro (magazine)		
Carlota	Mihura	Odyssey
Corazón de España	Centeno	Holt, Rinehart & Winston
Corona de sombra	Usigli	Appleton-Century-Crofts
Creative Spanish	Olstad & Barron	Harper & Row
Crónica del alba	Sender	Appleton-Century-Crofts
Cuentos alegres	Rodríguez	Holt, Rinehart & Winston
Cuentos americanos	Walsh & Kiddle	Norton
Cuentos de ambos mundos	Rodríguez	Houghton Mifflin
Cuentos de la joven generación	Shoemaker	Holt, Rinehart & Winston

Title	Author/Editor	Publisher
Cumbres de la civilización española	de los Ríos	Holt, Rinehart & Winston
Del solar hispánico	Del Río & Del Río	Holt, Rinehart & Winston
Don Quijote	Cervantes	Macmillan
Dos novelas cortas de Unamuno	Stamm & Isar	Blaisdell
Don Juan Tenorio	Zorrilla	
El águila y la serpiente	Guzmán	
El alcalde de Zalamea	Calderón de la Barca	Upshaw, Banks
El sombrero de tres picos	Alarcón	Blaisdell
El túnel	Sábato	Macmillan
En la ardiente oscuridad	Buero Vallejo	Scribner's
Espana: síntesis de su civilización	Mallo, Rodríguez, & Castellano	Scribner's
España y su civilización	Ugarte	Macmillan
First Spanish Reader	Flores	Bantam
Fuenteovejuna	Lope de Vega	misc.
Galería hispánica	Brenes et al.	McGraw-Hill
Historia de una escalera	Buero Vallejo	Scribner's
Hoy Día (magazine)		Scholastic Foreign Language Materials
Iberoamérica	Lapreto & McMahon	Scribner's
Imaginación y fantasía	Yates & Dalbor	Holt, Rinehart & Winston
José	Valdés	Odyssey
La Barca sin pescador	Casona	
La Barraca	Blasco Ibáñez	Holt, Rinehart & Winston
La dama del alba	Casona	Scribner's

Title	Author/Editor	Publisher
La fuente hispana	Marshall, Schmitt, & Woodford	McGraw-Hill
La luz (magazine)		
La muralla	Calvo Sotelo	Appleton-Century-Crofts
La rana viajera	Camba	Heath
La vida es sueño	Calderón	misc.
La zapatera prodigiosa	García Lorca	Norton
Lazarillo		American Educational Publications
Lazarillo de Tormes		French & European Publications
Lecturas madrileñas		Chilton
Leer, hablar y escribir	LaGrone	Holt, Rinehart & Winston
Lluvia roja	Goytortúa	National Textbook Co.
Los árboles mueren de pie	Casona	Holt, Rinehart & Winston
Marcelino pan y vino	Sánchez & Silva	Oxford
Márgenes	DaSilva	Harper & Row
Mariana Pineda	García Lorca	misc.
Marianela	Galdós	Regents
México y otros vecinos	Wills	Upshaw, Banks
Misericordia	Galdós	Holt, Rinehart & Winston
Momentos históricos de España y América	Ribes, Barason, & Villamus	Santillana
Modern Spanish Prose	Andrian & Castove	Macmillan
Mr. Clark no toma coca cola	Penuelas & Sharp	McGraw-Hill
Nosotros somos Dios	Cantón	Harper & Row
Pageant of Spain	Grismes & Arjona	Appleton-Century-Crofts

Title	Author/Editor	Publisher
Pensativa	Goytortúa	Appleton-Century-Crofts
Pepita Jiménez	Valera	Simon & Schuster
Platero y yo	Jiménez	misc.
Por tierras de España	de los Ríos	Holt, Rinehart & Winston
Porque me da la gana	Mondargón	Odyssey
Pueblo mexicano	Niggli	Norton
Short History of Spanish Literature	Stamm	Doubleday
Sombrero de tres picos	Alarcón	Macmillan
Spanish Literature, 1700-1900	Patt & Nozick	Dodd, Mead
Spanish Short Stories	Flores	Bantam
Tesoro hispánico	Lado, Adey et al.	McGraw-Hill
Tercer libro	Nassi	AMSCO
The Generation of 98 and After	Patt & Nozick	Dodd, Mead
Thirty-six Spanish Poems	Rivers	Houghton Mifflin
Trece relatos hispánicos	Schade	Odyssey
Tres novelas españolas	Williams	National Textbook Co.
Tres ficciones breves	Fanian	Houghton Mifflin
Visión (magazine)		
Veinte cuentos españoles del siglo veinte	Anderson-Imbert & Kiddle	Appleton-Century-Crofts

Comic books and the Spanish edition of the Reader's Digest (Selecciones) also provide useful supplemental reading material.

TESTING

Here are some sample questions taken, for the most part, from NAIS examinations. Although they are relatively easy, the same format can be used for more advanced classes by changing vocabulary and grammatical formations to correspond to whatever level is being tested.

I. Reading Comprehension

A. Here is a paragraph that can be tested in various ways. Below the selection you will find four possible methods.

Hace más de treinta años que Philip Marshall vive entre los indios de esa aldea remota en las montañas de Guatemala. Día tras día, don Felipe--así le llaman todos--cura las enfermedades de los que acuden a su pequeña clínica. Los primeros dos años no le fueron nada fáciles, porque los habitantes del pueblo eran antipáticos y el médico tenía que luchar contra sus muchas supersticiones. Afortunadamente el buen doctor supo ganar la confianza de los aldeanos, y no fue necesario que abandonara su proyecto. Hoy día, además de recibirlos en su clínica, don Felipe los recibe en su casa, una vivienda bastante humilde. Y en todas las fiestas de ese pueblecito, figura don Felipe entre los convidados.

1. Multiple-choice responses: choose the correct conclusion.
   a. Philip Marshall es un (1) americano antipático (2) estudiante de ciencias (3) habitante de un pueblo guatemalteco (4) padre de la iglesia
   b. Los indios le llaman "don Felipe" porque él (1) tiene más de treinta años (2) tiene más dinero que los demás (3) prefiere vivir en un lugar remoto (4) es su amigo y sabe curarlos
   c. Durante los primeros años, el doctor (1) abandonó su proyecto

(2) luchó por ganar su confianza (3) gozó de una vida cómoda

(4) hizo construir un hospital

2. True or false?

a. Philip Marshall ya había cumplido 30 años cuando se estableció en Guatemala.

b. El médico no gozó de un éxito inmediato en su trabajo.

c. Los indios eran muy supersticiosos.

d. El médico tenía que viajar por todo el país buscando a los enfermos.

3. Synonyms: beside each of the following words write its synonym, which you will find in the text.

a. sierra _____

b. consultorio _____

c. invitados _____

d. casita _____

4. Antonyms: beside each of the following words write its opposite, which you will find in the text.

a. amenos _____

b. cercana _____

c. perder _____

d. nada _____

B. Each of the following incomplete statements is followed by four possible conclusions. Three of these are incorrect or unreasonable; the fourth is correct and reasonable. Circle the letter of the correct conclusion.

1. Cristóbal Colón descubrió (a) unas islas en el Caribe (b) que hacía frío en Cuba (c) que existía el polo norte (d) una ruta a China

2. Marta no puede ir a la tienda porque (a) tiene quince años (b) vive cerca (c) hacía calor (d) está enferma
3. Siempre me encantan los escaparates de esta tienda porque (a) los cristales están sucios (b) los dependientes me ayudan (c) los precios son muy altos (d) los vestidos me fascinan
4. Nuestro club de español piensa cenar en un restorán mexicano porque nos gusta (a) saber el nombre del mozo (b) probar los platos típicos (c) coleccionar tarjetas postales (d) servir a clientes distinguidos
5. Pablo aprende a escribir a máquina porque el año que viene él desea (a) servir en la cafetería (b) pagar más derechos de matrícula (c) trabajar en la sección de conferencias (d) correr una milla sin esfuerzo

II. Listening Comprehension

A. For each statement you hear, you will see four conclusions; circle the letter of the best conclusion. (The material in parentheses would not be on the exam paper; it would be read by the instructor.)

1. (Joaquín le presenta su novia a su hermano porque la joven quiere conocer a su futuro . . .) (a) primo (b) hermano (c) cuñado (d) sobrino
2. (Se vende toda clase de cosas en . . .) (a) estos libros (b) este árbol (c) esta tienda (d) estos mapas
3. (En el mes de diciembre se celebra . . .) (a) el día de la Independencia (b) el día de la Raza (c) el día de Reyes (d) el día de Navidad
4. (Ayer Juan llegó tarde a clase porque . . .) (a) el despertador

no sonó (b) el tocadiscos no funcionó (c) la profesora se retiró (d) mi hermano se peinó

5. (Cuando saludamos a un amigo, le decimos . . .) (a) --Hasta luego (b) --Por supuesto (c) --Claro que sí (d) --Buenos días

B. Audio discrimination: you will hear groups of three words or expressions. If all three are alike, put down the letter "A"; if two are alike and one different, put down "B"; if all three are different, put down "C." (This tests mainly whether or not a suudent has listening problems, and to a lesser degree it tests his knowledge of Spanish sounds. It is understood, of course, that the student will not see this material.)

1. coro codo corro

2. funda fundó funda

3. el hombre me mata el hombre le mató el hambre me mata

4. nos escribe cartas nos escribe cartas nos escribe cartas

C. You will hear a short conversation. The conversation will be repeated so that you will be able to write answers to the questions that follow. Concentrate on what is being said. You may not understand all you hear, but try to answer all the questions to the best of your ability. (The following dialogue would not be on the exam paper. The instructor would read it twice at normal speed.)

Felipe: ¿Qué haces este verano?

Pedro: Sirvo de guía a la entrada del museo.

Felipe: Estás en el mejor lugar para conocer a mucha gente.

Pedro: No lo creas. Los turistas no se detienen; pasan inmediatamente a la sala principal.

Felipe: Pues, en mi restaurante, yo hablo con los clientes mientras tomo o sirvo las órdenes.

Pedro: ¿Y qué tal es el sueldo?

Felipe: Igual al tuyo, pero recibo las propinas además.

Pedro: El verano próximo quiero trabajar en un restaurante como tú.

Felipe: ¡Ojalá podamos trabajar juntos! Desde hoy te ofrezco un asiento en mi motocicleta.

(Questions for students to answer)

1. ¿Qué trabajo hace Pedro este verano?
2. ¿Por qué no conoce a mucha gente?
3. ¿Cuándo habla Felipe con los clientes?
4. ¿Cuál de los muchachos gana más? ¿Por qué?
5. Si consiguen empleo juntos, ¿cómo irán al trabajo todos los días?

III. Usage, or Grammar

A. Each of the following sentences has one word underlined. Of the four choices that follow, only one could be substituted for the underlined word to form a sentence which, though different in meaning, would be grammatically correct. Find the correct choice and circle its letter.

1. Su primo <u>invita</u> a Consuelo. (a) se llama (b) es (c) espera (d) está
2. Hacía dos años que ellos <u>vivían</u> en México cuando vinieron aquí. (a) trabajaron (b) trabajaran (c) trabajaban (d) trabajarán
3. No es necesario que usted me <u>diga</u> su nombre. (a) repita (b) cuenta (c) escribe (d) habla
4. El coche estaba detrás de <u>Eduardo</u>. (a) tú (b) los (c) ustedes (d) mi
5. ¿Quién fue el <u>noveno</u> rey? (a) cuatro (b) dos (c) primero (d) mejor
6. Pepe, <u>entra</u> por la otra puerta, por favor. (a) salte (b) sal (c) pase (d) corra

B. Each of the following sentences has one or more words underlined. Of the four choices that follow, only one could not be substituted for the underlined word or words to form a sentence which, though different in meaning, would be grammatically correct. Find this wrong expression and circle its letter.

1. A mis padres les hace falta el joven. (a) enoja (b) pide (c) gusta (d) encanta

2. ¿Cuándo llegaron? (a) ¿Quiénes (b) ¿Cuántos (c) ¿Dónde (d) ¿Cómo

3. Alberto fue al teatro con su padre. (a) mí (b) ellos (c) nosotros (4) él

4. Habrá más de quinientos turistas allí. (a) un millón de (b) cinco mil (c) veinte (d) ciento

5. Espero que su hija lo entienda. (a) tenga (b) haga (c) compra (d) haya visto

6. No conocía a nadie vestido de rojo. (a) que supiera la respuesta (b) más inteligente que tú (c) tan alto como Roberto (d) que vivía en Europa

C. Each of the following sentences has a blank space. If you think that a Spanish word or words should fill the blank space, write the Spanish word or words after the number of the sentence. Otherwise, leave it blank.

1. _____ Tomás está enamorado _____ María.

2. _____ Es importante que Ud. sepa más _____ él.

3. _____ Yo quiero buscar _____ los estudiantes.

4. _____ Tengo que esperar _____ el tren de las ocho.

5. _____ Yo gano menos dinero _____ usted cree.

6. _____ Era imposible que ellos lo _____ terminado a tiempo.

7. _____ Don Quijote fue escrito _____ Cervantes.

8. _____ En el Canadá se hablan francés _____ inglés.

A variation of this testing device would permit several answers, provided they are logical and in the correct form:

9. _____ Los muchachos estaban _____ en el sofá.

10. _____ Mañana tengo que _____ una carta.

11. _____ Espero que ustedes _____ a tiempo.

Another variation provides greater control over the answer:

12. _____ Si yo (estar) _____ en España, hablaría español.

13. _____ Cuando (venir) _____, le daré el libro.

TEACHING AIDS

This section is divided arbitrarily into realia, films, maps, foreign language associations, journals and magazines, and radio programs. No attempt has been made to include everything-- only material known to the editors or more up to date than that listed in previous collections.

I. Realia

Materials Center
MLA-ACTFL
62 Fifth Avenue
New York, N.Y. 10011

Start by requesting Publications of Interest to Teachers of Foreign Languages. Some items: A25: A Word in Your Ear (30-min. tape presentation of the study of foreign languages), $7.00; B20: MLA Selective List of Materials for Use by Teachers of Modern Foreign Languages, 1962, $2.50; B22: 1964 Supplement for Spanish and Portuguese, $2.00; B41: Source Materials for Teaching of Foreign Languages, 1968, $1.00, which contains lists of all sorts of teaching aids and is the most modern.

Material available from the American Association of Teachers of Spanish and Portuguese (to members only):

Prof. Eugene Savaiano
Wichita State University
Wichita, Kan. 67208

Resource Guide for Teachers of Spanish and Club Advisors of SHH, by Ruth Clausing, $1.00; medals for excellence, for students, in several sizes, $1.50-4.00.

Mrs. Elizabeth P. Jones
735 Litchfield St.
Wichita, Kan. 67208
or
Miss Lolita Carfora
Church Rd., Box 123-R
Toms River, N.J. 08753
or
Prof. Renato Rosaldo
Dept. Romance Languages
University of Arizona
Tucson, Ariz. 85721

AATSP Cultural Units available for rental, $2.00 plus freight: I, Spanish with a Flourish (gestures, etc.); II, The Life Cycle in Mexico; III, The Folk Arts of Mexico.

Oficina Nacional de Correspondencia Escolar
Dr. Carey S. Crantford
Furman University
Greenville, S.C. 28613

Addresses of "pen pals," 25¢ per name

Spanish National Tourist Office 589 Fifth Avenue New York, N.Y. 10017	Posters, folders on cities and provinces; general travel help
Mexican Government Tourist Department 630 Fifth Avenue New York, N.Y. 10020	Same as above.

(For other countries, or in other parts of the U.S., consult the telephone directory or write to the nearest embassy or consulate; for Latin America, write to the Pan American Union, Washington, D.C. 20006.)

Amity Institute Box 118 Del Mar, California 92014	Arrange for Amity Aides (Spanish-speaking assistants for use at any level); about $300 for nine weeks, $900 for school year, including fee and spending money.
Archive of Hispanic Literature on Tape Hispanic Foundation Library of Congress Washington, D.C. 20540	Write for catalogue; many selections.
Pan American Union Publications Washington, D.C. 20006	Cultural, general informative materials; mostly pamphlets, flag displays, pictures.

Following is a listing of commercial organizations.

Audio-Lingual Educational Press 45 West Park Ave. (Box 390) Long Beach, N.Y. 11561	Spanish culture slide set, Mexican family slide/tape, music on tape, atlas in Spanish, filmstrips, comics.
Audivision Language Teaching Service Box 3508 Grand Central Station New York, N.Y. 10017	Synchronized sound/motion picture teaching aids, plus study guides.
Center for Curriculum Development 401 Walnut St. Philadelphia, Pa. 10106	Text/tape combinations on modern Spanish theater, etc.
Cruzada Spanish Publications P.O. Box 387 (Ojus Sta.) Miami, Fla. 33163	Directory of Suppliers of Spanish Materials, 1972. Free to "Spanish educators and libraries at colleges and high schools."

Dover Publications, Inc. 180 Varick St. New York, N.Y. 10014	Listen and Learn Spanish, 3-12" records plus manual, $6.95; Invitation to Spanish Poetry, 12" record plus text (37 poems), $4.95.
Educational Audio-Visual 29 Marble Ave. Pleasantville, N.Y. 10570	Tape/filmstrips on culture, geography.
Educational Filmstrips 1404-19th St. Huntsville, Tex. 77340	Lengthy series of filmstrips and tapes on Mexico and Spain.
Educational Materials Corporation (EMC) 180 E. 6th St. St. Paul, Minn. 55101	Tapes, cassettes, music, stories, pronunciation drills.
European Art Color Slides Peter Adelberg, Inc. 120 W. 70th St. New York, N.Y. 10023	5000 slides of paintings, sculpture, architecture; 2" x 2". Catalogue, $3.00
Folkways Records Corp. 701 Seventh Avenue New York, N.Y. 10036	Authentic recorded folksongs of Spain and Latin America.
Gessler Publishing Co. 131 E. 23rd St. New York, N.Y. 10010	Filmstrips, music and literature on tapes, records; games, maps, flags, books.
Goldsmith's Music Shop 301 East Shore Rd. Great Neck, N.Y. 11023	Music, language and cultural aids, on records, tapes, cassettes. Also sheet music, arts and handiwork, slides and filmstrips.
Dr. Vernon C. Hammond 211 S. Main St. McAllen, Tex. 78501	Newspapers, magazines, comics; Mexican music on records.
Independent Learning Systems, Inc. 18 Professional Center Pkwy. San Rafael, Calif. 94903	Individualized-instruction language kit: Basic Spanish.
Institute of Modern Languages (American Express) 2125 "S" St., N.W. Washington, D.C. 20008	Three-level language course with text, tape book, reader, and cassettes.
Neil A. Kjos Music Co. 525 Busse Highway Park Ridge, Ill. 60068	Spanish and Mexican sheet music and records; folksongs

Language Strips 619 Eberwhite Ann Arbor, Mich. 48103	Filmstrips and tape for El sombrero de tres picos.
Lorraine Music Co. 23-80 48th St. Long Island City, N.Y. 11103	Songbooks for all ages, filmstrip/tapes on cultural material, records for children and adults.
National Textbook Co. 8259 Niles Center Rd. Skokie, Ill. 60076	Games, puzzles, Spanish Club manual, magazines, texts.
RCA/Record Division 1133 Avenue of the Americas New York, N.Y. 10036	Folksong albums, guitar and vocal records. Write for library catalogue and for MK catalogue (single records and modern songs).
G. Schirmer, Inc. 609 Fifth Avenue New York, N.Y. 10017	Sheet music, some in foreign languages.
Spanish Music Center, Inc. 319 W. 48th St. New York, N.Y. 10036	Spanish and Latin American music and poetry on records; sheet music for piano, voice, guitar.
Teaching Audials and Visuals 250 W. 57th St. New York, N.Y. 10019	A tape/filmstrip sequence, FLES through junior high; song-teaching tape, language laboratory tapes (3), aural comprehension filmstrip tapes.
J. Weston Walch, Publisher Portland, Me. 04104	Two slide sets on Latin America; books, games.
Wible Language Institute 24 S. Eighth St. Allentown, Pa. 18105	Color slides and tapes; music and language records.
Wilmac Recorders 921 E. Green St. Pasadena, Calif. 91106	A number of records/tapes containing anecdotes, humor, pronunciation, from various countries, for listening comprehension.
Youth Education Systems, Inc. P.O. Box 592 Stamford, Conn. 06904	Twelve-page outline of Spanish grammar.

II. Films

Most state universities and many large private institutions have film-rental libraries; write for their catalogues. The organizations listed below are either film producers or principal distributors.

Audio/Brandon
--1619 N. Cherokee
Los Angeles, Calif. 90028

Feature films. Write for International Cinema catalogue. Audio Film Center and Brandon Films are affiliated with Crowell, Collier and Macmillan.

--406 Clement St.
San Francisco, Calif. 94118
--512 Burlington Ave.
LaGrange, Ill. 60525
--34 MacQuesten Pkwy. S.
Mt. Vernon, N.Y. 10550
--8615 Directors Row
Dallas, Tex. 75247

Babbitt Film Specialties
P.O. Box 10
Park Forest, Ill. 60466

16 mm culture/geography films; color slide/tape cultural presentations.

Contemporary Films/McGraw-Hill
--1714 Stockton St.
San Francisco, Calif. 94133
--828 Custer Ave.
Evanston, Ill. 60202
--Princeton Rd.
Hightstown, N.J. 08520

One film, El verdugo.

Coronet Films
65 E. South Water St.
Chicago, Ill. 60601

A few 16 mm culture/geography films; several basic learning films in Spanish for bilingual education.

Encyclopaedia Britannica Educational Corp.
425 N. Michigan Ave.
Chicago, Ill. 60601

350 general educational films with Spanish soundtrack; several shorts in Spanish on Spain and Mexico (culture/geography).

España Films, Inc.
7 E. 14th St., Suite 19-B
New York, N.Y. 10003

Spanish-dialogue feature films, 16 mm.

Films for the Humanities
P.O. Box 378
Princeton, N.J. 08540

16 mm films; Borges, 28 min., color, $35 rental; Pablo Neruda, 28 min., b/w, $25 rental; in English.

International Film Bureau
332 S. Michigan Ave.
Chicago, Ill. 60604

Spanish-language films on Spain, Latin American countries and provinces; texts and tapes to accompany films.

Swank Motion Pictures, Inc.
201 S. Jefferson
St. Louis, Mo. 63166

Feature-length films in Spanish and other languages.

Trans-World Films, Inc.
332 S. Michigan Ave.
Chicago, Ill. 60604

Feature-length films in Spanish, 16 mm, commercial.

III. Maps

Denoyer-Geppert Co.
5235 Ravenswood Ave.
Chicago, Ill. 60640

Wall maps, tripod maps, English and Spanish texts; Spain, South America, Central America, Mexico; language-conversation picture charts.

A. J. Nystrom & Co.
3333 Elston Ave.
Chicago, Ill. 60618

Wall maps and desk maps; Spain, South America, Mexico, and Central America.

IV. Foreign Language Associations--Services and Journals

American Association of Teachers of Spanish and Portuguese
Prof. Eugene Savaiano, Wichita State University, Wichita, Kan. 67208. Publishes Hispania (four issues plus directory), $8.00 per year; a must for teachers of Spanish. Also sponsors placement bureau, Oficina Nacional de Correspondencia Escolar, cultural units, medals for excellence, National Spanish Contest, examinations for secondary schools, and the Sociedad Honoraria Hispánica, an honor society for secondary school students of Spanish. Information on all these activities is available from Prof. Savaiano and is listed in most issues of Hispania.

American Council on the Teaching of Foreign Languages
C. Edward Scebold, 62 Fifth Avenue, New York, N.Y. 10011. Publishes Foreign Language Annals, a quarterly on teaching of all foreign languages, $10.00 per year for membership. Also Accent on ACTFL, quarterly, $2.50 separately, or free with ACTFL membership; hints on teaching, plus news items.

Modern Language Association of America
62 Fifth Avenue, New York, N.Y. 10011. Publishes PMLA, seven issues per year, $15.00 for members, $20.00 for libraries; a critical, literary, and teaching journal for all modern languages.

National Association of Language Laboratory Directors
Sister Dorothy Zimmerman, Mount Mary College, Milwaukee Wis. 53222. Publishes NALLD Journal, quarterly, $6.00.

National Federation of Modern Language Teachers Associations
Wallace G. Klein, 13149 Cannes Dr., St. Louis, Mo. 63141. Publishes Modern Language Journal, 8 issues per year, $5.00; a general journal of modern-language teaching--methods, materials, reviews.

Teachers of English to Speakers of Other Languages
James E. Alatis, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007. Publishes TESOL Quarterly, $6.00.

(There are state and regional associations, chapters, and groups too numerous to list here. Write to AATSP, or to the organization in which you are particularly interested, to find out what is available in your area. A list of state language newsletters can be found in ACTFL's Foreign Language Annals, December 1971.)

V. Journals and Foreign Periodicals

Américas
Pan American Union
Publications
Washington, D.C. 20006

Monthly, in English, Spanish, or Portuguese, $5.00. Cultural, historical; excellent pictures in color and black and white.

The Britannica Review of Foreign Language Education
ACTFL, Dept. B
62 Fifth Avenue
New York, N.Y. 10011

Annual, to describe and appraise important work of the year, $17.50; $15.00 to members of ACTFL.

España Hoy
Servicio Informativo
Español
Banco Español de Crédito
Avda. del Generalíssimo 49
Madrid, Spain

Ten issues a year, $6.00. Official news bulletin from Spain.

Hispanic Review
Logan Hall, Box 1
University of Pennsylvania
Philadelphia, Pa. 19104

Quarterly, $9.50. Literary and critical articles.

Hispanoamericano
Tiempo, SAdeCV
Apartado Postal 1122
Mexico 6, D.F.

Weekly newsmagazine, $10.00; $24.00 airmail. Like Visión; accented toward Mexico.

Inter-American Review of Bibliography
Div. of Philosophy and
Letters
Pan American Union
Washington, D.C. 20006

Quarterly, $3.00. Literary, historical, literary articles, plus bibliography.

The Interamerican Scene
Language AMericas Assn.
(LAMA)
1250 National Press Bldg.
Washington, D.C. 20004

An excellent quarterly on what's happening in the Americas, membership $6.00, students $5.00. Political, current.

Language Learning: A Journal of Applied Linguistics
2001 North University Bldg.
Ann Arbor, Mich. 48104

Quarterly, $2.00; institutions, $3.00.

Latin American Reports
1027 Trade Mart
New Orleans, La. 70130

Latin American news, politics.

Latin American Research Review
Mrs. Pat Higgins
University of Texas Press
P.O. Box 7819
Austin, Tex. 78712

Three times a year; $4.50 a copy, $9.00 per year.

Mundo Hispánico
Apartado Postal 245
Madrid, Spain

Monthly, $8.00. Like Life: color photos, articles on "popular" subjects. Obtainable through Roig Spanish Books, 208 W. 14th St., New York, N.Y. 10011.

Revista Iberoamericana
Mrs. Gloria J. Ward
1617 C.L.
University of Pittsburgh
Pittsburgh, Pa. 15213

Quarterly, $8.00. Critical and literary articles. Organ of Instituto Internacional de Literatura Iberoamericana.

A Selected Annotated List of Journals Central to the Study of Hispanic Languages and Literature

Compiled by Donald Bleznick. Available from Prof. Eugene Savaiano, Wichita State University, Wichita, Kan. 67208. 1966, 35¢.

The Times of the Americas
Woodward Building
Washington, D.C. 20005

Weekly eight-page English-language newspaper, regular subscription $8.00. Excellent coverage of Latin American news.

Visión
Hamburgo 20
Mexico 6, D.F.
(635 Madison Ave.
New York, N.Y. 10022)

Biweekly, $12.00. Excellent news magazine for Latin America. Ask for special school rates $4.50 per semester; six-week delay for subscriptions).

Yelmo
Apartado Postal 877
Madrid, Spain

Bimonthly review, $25.00. In Spanish; to help teachers of Spanish perfect their techniques. Book-mailing service.

Periodicals mainly for student use:

American Educational Publications
Education Center
Columbus, Ohio 43216

Graded, three levels: Chispa, $1.50; Adelante, $2.00; Lazarillo, $2.50; eight issues each; record sets available.

Cruzada Spanish Publications P.O. Box 387 (Ojus Sta.) Miami, Fla. 33163	Spanish Today: eight issues, $5.00 (for more than five subscriptions, each $4.25); about 25 pp., in Spanish and English. Teaching news, culture. For students, somewhat for teachers. Intermediate level. El Nuevo Amigo: four issues, $2.00 for five or more subscriptions; 24 pp., all in Spanish. Elementary-intermediate level.
National Textbook Co. 8259 Niles Center Rd. Skokie, Ill. 60076	La Luz (Spanish newspaper), twice a month, October through May, $1.75 each for five or more subscriptions to the same address.
Scholastic Foreign Language Materials 902 Sylvan Ave. Englewood Cliffs, N.J. 07632	Three levels of easy reading, short magazines for pupils; nine issues, $1.00 each for a number of subscriptions. Records for first level $9.00 each (Qué tal, El sol, Hoy día).
Washington Irving Publishing Co. 206 Market St. Newark, N.J. 07102	Two levels of easy reading, short magazines for pupils, nine issues, $1.00 each for a number of subscriptions. Accompanying tape 50¢ per month.

VI. Radio Programs in Spanish

Most of this information comes from Broadcasting Yearbook 1971, 1735 DeSales St., N.W., Washington, D.C. 20036, $13.50 per copy. The information is not completely accurate, but is fairly reliable. The following list includes stations that broadcast only in Spanish. They are listed alphabetically by state and city. The abbreviation "k" indicates AM frequency, and "m" indicates FM frequency.

Arizona	
Tucson	KEVT, 690k
Tucson	KXEW, 1600k
California	
Fresno	KXEX, 1550k
Salinas	KCTY, 980k
Colorado	
Pueblo	KAPI, 690k
Connecticut	
Hartford	WLVH, 93.7m
Florida	
Miami	WLTO, 1220k
Miami	WQBA, 1140k
New Mexico	
Albuquerque	KAMX, 1520k
Texas	
Corpus Christi	KCCT, 1150k
Corpus Christi	KUNO, 1440k
Harlingen	KGBT, 1530k
Mission	KIRT, 1580k
San Angelo	KSJT, 97.5m
San Antonio	KCOR, 1350k
San Antonio	KEDA, 1540k

The following are stations that appear to have at least three hours per day in Spanish. The set of numerals followed by "h" indicates the number of hours per

week devoted to Spanish programs. In Texas, only stations with over 35 hours of Spanish per week are listed.

California	
Bakersfield	KWAC, 1490k, 160h
Fowler	KLIP, 1220k, 36h
Gilroy	KAZA, 1290k, 85h
McFarland	KXEM, 1590k, 44h
Oxnard	KOXR, 810k, 131h
San Francisco	KBRG, 105.3m, 95h
San Gabriel	KALI, 1430k, 164h
San Mateo	KOFY, 1050k, 87h
Watsonville	KOMY, 1340k, 32h
Connecticut	
Waterbury	WATR, 92.5m, 83h
Illinois	
Chicago	WEDC, 1240k, 62h
Chicago	WCRW, 1240k, 92h
Oak Park	WOPA, 1490k, 32h
Louisiana	
New Orleans	WJMR, 990k, 60%
New Jersey	
Camden	WCAM, 1310k, 25h
New Mexico	
Las Vegas	KFUN, 1240k, 22h
New York	
New York	WADO, 1280k, 155h
Pennsylvania	
Philadelphia	WTEL, 860k, 35h
Texas	
Carrizo Springs	KBEN, 1450k, 53h
Floydada	KFLD, 900k, 35h
Fort Worth	KBUY, 93.9m, 98h
Lamesa	KELE, 100.3m, 66%
Pearsall	KVWG, 1280k, 49h

A SUGGESTED BASIC LIBRARY FOR TEACHERS OF SPANISH

Anthologies and Literary Selections

Antología general de la literatura española. Rev. ed. Del Río & Del Río. Holt, Rinehart & Winston.

Literatura hispanoamericana: antología e introducción histórica. Anderson-Imbert & Florit. Holt, Rinehart & Winston.

An Anthology of Spanish American Literature. 2d ed. 2 vols. Englekirk et al. Appleton-Century-Crofts.

Antología de la literatura hispanoamericana. 2d ed. Torres-Ríoseco. Appleton-Century-Crofts.

The Generation of 1898 and After: An Anthology. Patt & Nozick. Dodd, Mead.

Five Centuries of Spanish Literature from the Cid through the Golden Age: An Anthology. Barrett. Dodd, Mead.

Spanish Literature, 1700-1900: An Anthology. Patt & Nozick. Dodd, Mead.

Antología de la poesía española: poesía de tipo tradicional. D. Alonso & Blecua. Gredos.

Spanish Ballads. Morley. Holt, Rinehart & Winston.

En torno al poema: de Bécquer a Miguel Hernández. García Montoro et al. Harcourt Brace Jovanovich.

The Penguin Book of Spanish Verse from El Cantar de Mío Cid to Octavio Paz. Cohen. Penguin Books.

Contemporary Spanish Poetry: Selections from Ten Poets. Turnbull. The Johns Hopkins Press.

Antología de poetas modernistas hispanoamericanos. Castillo. Ginn.

A Critical Anthology of Spanish Verse. Peers. University of California Press.

Poesía española. Marín. Las Americas Publishing Co.

De Cela a Castillo-Navarro: Veinte años de prosa contemporánea. Rojas. Prentice-Hall.

The Oxford Book of Spanish Verse (13th to 20th century). Oxford University Press.

Las cien mejores poesías (líricas) de la lengua castellana. Menéndez y Pelayo. Sopena.

Antología de la literatura española, siglo XII a XVIII. Romera-Navarro. Heath.

Histories of Literature

Historia de la literatura española, I: Desde los orígines hasta 1700, and II: Desde 1700 hasta nuestros dias. Rev. ed. Del Río. Holt, Rinehart & Winston.

Historia crítica de la literatura hispanoamericana. Gómez-Gil. Holt, Rinehart & Winston.

Historia de la literatura española e hispanoamericana. 4 vols. Valbuena Prat & Valbuena Briones. Continental Book Co.

The Literature of the Spanish People (Roman Times to Present). Brenan. Meridian Books.

A History of Spain. Livermore. Grove Press.

An Introduction to Spanish Literature. Northrup & Adams. University of Chicago Press.

An Outline History of Spanish Literature. 3d ed. Englekirk et al. Appleton-Century-Crofts.

Historia de la literatura hispanoamericana, I: La colonia. Cien años de república, and II: Epoca contemporánea. Anderson-Imbert. Fondo de Cultura Económica.

Historia de la literatura española. Romera-Navarro. Heath.

Nueva historia de la gran literatura iberoamericana. 4th ed. Torres-Ríoseco. Buenos Aires.

Language, Education, and Civilization

How Spanish Grew. Spaulding. University of California Press.

Syntax of the Spanish Verb. Spaulding. Holt, Rinehart & Winston.

A Textbook of Modern Spanish. Rev. ed. Ramsey & Spaulding. Holt, Rinehart & Winston.

Cómo se comenta un texto literario. 3d ed. Calderón & Carreter. Anaya.

The Sounds of English and Spanish. Bowen & Stockwell. University of Chicago Press.

Historia de la lengua. Lapesa. Editorial Escelicer.

Spanish for Teachers: Applied Linguistics. Bull. Ronald Press.

A Handbook for Teachers of Spanish and Portuguese. Walsh, ed. Heath.

Foreign Language Learning: A Linguistic Introduction. Politzer. Prentice-Hall.

Language Teaching. Lado. McGraw-Hill.

Fondo y forma: Literature, Language and Grammar Review. Andrian. Macmillan.

The Heritage of Spain. Adams. Holt, Rinehart & Winston.

Introducción a la civilización hispanoamericana. Rev. ed. Pattee. Heath.

España: introducción a su civilización. Adams. Holt, Rinehart & Winston.

Iberoamérica. Castro. Holt, Rinehart & Winston.

Performance Objectives and Individualization: A Handbook for Foreign Language Teachers. Valette & Disick. Harcourt Brace Jovanovich.

Modern Language Classroom Techniques: A Handbook. Allen & Valette. Harcourt Brace Jovanovich.

Critical Essays

Poetas españoles contemporáneos. D. Alonso. Gredos.

Materia y forma en poesía. A. Alonso. Gredos.

Language and Poetry. Guillén. Harvard University Press.

Estudios sobre el teatro español and Estudios sobre la literatura española. Casalduero. Biblioteca Rom. Hisp. Larousse, N.Y. (These two studies cover Lope de Vega, Guillén de Castro, Cervantes, Tirso, Alarcón, Calderón, Moratín, Duque de Rivas; Arcipreste de Hita, Poema de Mio Cid, Cervantes, Bécquer, Galdós, Ganivet, Miró, Valle-Inclán.)

Interpretación y análisis de la obra literaria. Kayser. Gredos.

Contemporary Spanish Fiction. Spell. University of Chicago Press.

Theory of Literature. Wellek & Warren. Harcourt Brace Jovanovich.

Introduction to Spanish American Literature. Franco. Cambridge University Press.

Dictionaries

Diccionario manual e ilustrado de la lengua española (desk version). Real Academia. Continental Book Co.

Pequeño Larousse ilustrado. Larousse, N.Y.

Diccionario de americanismos. Morinigo. Continental Book Co.

Diccionario de literatura española. 4th ed. Bleiberg & Marias. Revista de Occidente.

Diccionario de dudas de la lengua española. Seco. Continental Book Co.

Advanced Placement

El informe de Brodie. Jorge Luis Borges. Emece Editores, Buenos Aires.

El laberinto de la soledad. Octavio Paz.

La realidad histórica de España. Américo Castro.

Approaches to the Study of Spanish History. Vicens Vives.

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